

experience

/ The Long Game

**INVESTING IN
WORK-INTEGRATED
LEARNING**



Merchandising majors Rob Lyon and Katherine Cangemi on co-op at Calvin Klein Jeans, where they worked for CK director of marketing and 1999 Drexel graduate Aubrey Reichard.

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SUMMER 2013

experience

04

LETTER FROM THE EDITOR

By Michelle Clare,
University of Cincinnati

06

PERSPECTIVES

How Employers can Turn Successful Interns into Full-time Hires

By Heather D. Nathan,
Caitlyn A. Prescott and
Lauren A. Scarlata, Aetna

Managing Interns: Steps to Take Prior to Day One

By Jill Lutz
Central Piedmont Community College

Talent Pipeline, Employer Manual Excerpt

University of Cincinnati,
Employer Manual

10

FEATURE ARTICLE

The Long Game: States and Provinces Investing in Work-Integrated Learning

By Michelle Clare, University of Cincinnati

14

RESEARCH FOCUS

Writing in Internship Settings

By Jessica Kahn, Lehman College/
City University of New York

20

BEST PRACTICE SPOTLIGHT

Tap Into a Rich Talent Pool: Why & How to Hire Veterans

By Jill Lutz, Central Piedmont
Community College

27

REGIONAL FOCUS

Matching Talent with Opportunity - A New Approach for Building a World-Class Workforce in Ohio

By Wendy Pittman, Digerati

31

WORD FROM THE PRESIDENT

By Connie Dietz,
Prince George's Community College

32

CEIA HAPPENINGS

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Dear Colleagues and Friends —

Ok so here is my confession: The summer issue of *Experience* you are reading now was supposed to be a spring issue you read in May. Yes, I am exactly two months late in delivering this publication.

To say that I've felt guilt over this would be quite an understatement. I could list any number of very justifiable excuses here about why I've been so delayed but it all boils down to this: **I've just been so BUSY.**

BUSY: The word I've come to use to describe my general state of being as it relates to the variety of tasks, projects, meetings in which I spend my time and energy.

Reflecting on the theme of this issue, the concepts of **“investment” and “the long game” both seem to have positive connotations in my mind: strategic, focused, goal-oriented.** My “busy” state sometimes seems to imply quite the opposite: chaotic, scattered, overwhelming.

A number of years ago, Dr. Stephen R. Covey, the author of “The Seven Habits of Highly Effective People” and a number of other books, spoke on the UC campus. It just so happened that our department had an extra ticket so I agreed to attend. Something that Dr. Covey mentioned that day really struck me; he spoke about the fact (and I'm using my own words here) that many of us have come to sacrifice the important to deal with the urgent.

We spend too much time on the busy and not enough focused on “the long game.” Brilliantly simple. Extremely difficult to put into practice.

We can see this concept unfold in many different ways. We focus on answering email instead of working on a long-term project that has more significance in terms of our career and field; we replace real conversations and interactions with electronic ones; we feel compelled to answer email while we're on vacation or we put aside our favorite hobby to get a few extra hours in at the office.

It seems that in the fast-paced, short-term-focused world in which we live, we get so devoured by the “busy” that we don't even take the time to think about “the long game.” So I issue this challenge to you and to myself:

- **Describe your own “long game.”** What are your long-term goals? Where are you going?
- **Examine how you spend your time.** Are you focusing your limited time and energy on things that will help you get there?
- **Ask yourself this question: Are there things that you can eliminate** (this might mean saying “no” once in a while) in order to make time to do the things that will help you get there?

So in light of these questions I feel obliged to let you know that despite the fact that I was way behind on this issue, in June I went on a long beach vacation with my husband and kids and didn't even take the laptop. Perhaps this is a step in the right direction.

Good luck to you in your pursuit of your long game, whatever it may be!

Sincerely,
Michelle Clare, *Editor*

Why Internships and Co-ops? Why CEIA?

Excerpt from CEIA website - www.ceiainc.org

The economic recession may or may not be over. The recovery may or may not look the same as it did prior to the recession. But there are key certainties:

- We are in a tight labor market
- We are competing for the best talent available
- We need a flexible workforce

With a lean workforce, mistakes in hiring are damaging and very costly. The national industry estimates the cost of a “wrong fit” hiring can be up to 5 times the salary of that hire. This does not count the loss of productivity and the price of disengagement caused by voluntary or involuntary separations. So what can you as an employer, either a small local business or a large multinational organization, do to mitigate these risks? **CEIA can help you to build a network that leads to the best and brightest students for your workforce.** As you bring in talented students for an internship or a multiple term cooperative education experience, you can “try before you buy.” Does this person match the values of your organization? Are they “right fit talent” that you want on a permanent basis?

Here are some key trends that are evident in our workforce today:

- **More reliance on a Contingent Workforce**
Having full time employees is very expensive, but to bring in cooperative education students that work at increasing levels of responsibility makes more sense now than ever before.

• **Increased Focus on Hiring Quality**

Before you hire a full time employee, watch and evaluate their work for up to a year before you make the offer.

• **Lean Principles Applied to Recruiting**

Build the relationship with specific colleges and universities to eliminate wasted time and wrong types of interviewees, eliminating redundancies and shortening cycle time. To do these things, you need a tight partnership with the college or university. This involves setting expectations, defining objectives and determining how to interact with an educational institution. Is the career center centralized or in each college within the university?

Do they know what you are looking for? Do you sit on their Industry Advisory Board to help develop the curriculum that you need for your hires? The good news is that CEIA is an organization that can enable you to build relationships. Find needed information on the CEIA website, attend the annual conferences, network with others for best practices and ultimately build your workforce.

Employer Benefits

- Network with more than 700 national and international members
- Get involved in one of our committees, our Employers Program Network, or on the board of this member-driven organization
- Access expertise for research in work-integrated learning
- Benchmark best practices by attending our regional and national conferences

JOIN TODAY at www.ceiainc.org

How Employers can Turn Successful Interns into Full-time Hires

By Heather D. Nathan, Caitlyn A. Prescott and Lauren A. Scarlata, Aetna

Internship programs have many benefits to an employer, but most importantly they can serve as a key talent pipeline. Fifty-nine percent of employers said they are likely to hire their college interns as full-time, permanent employees, according to a survey from CBcampus.com, CareerBuilder.com's college job-search site. A successful internship program leads to hiring the best, well-prepared employees with an internship serving as a multi-week, in depth interview. It is the goal of both the intern and the employer to maximize the internship experience, but what can an employer do to turn successful interns into equally successful full-time hires?

SETTING THE STAGE

Before the intern arrives, there is prep work that will enable a positive experience for both the intern and employer.

Selecting the manager // What makes a successful internship is a shared goal between the intern and the employer, or more specifically the manager. There should be constant interaction between the manager and intern. When selecting the manager, ensure that they can commit to the time and effort required to maximize the intern's development.

Defining the responsibilities // When choosing where to place an intern, consider the job responsibilities and the impact it has to the business. Interns will have a more valuable experience if they are completing projects that a full time employee would; in turn, meaningful projects serve as training for the intern to allow them to complete more in depth projects once they are working full time. While it is necessary to consider projects that can be completed in the length of time that the internship lasts, it helps to view the intern as a full time new hire when considering their job responsibilities.

First Day Importance // To start the internship off on a straight path begins with the first day experience. The manager should prepare for the first day, including any material they wish to cover, and have time blocked off to spend the majority of the intern's first day with them.

- **Training.** Provide all of the basic information the intern needs to know to begin their work. This should serve as the foundation for their growth and development, and ultimately allow them to accelerate learning during the course of the internship.
- **Set clear expectations.** Not only defining the work which will be completed by the intern and their responsibilities, but also any rules of the road by which you would like the intern to abide. Let the intern know by which standards they will be evaluated and the key competencies they are expected to gain by the end of the internship.
- **Encourage questions.** Create a positive and open atmosphere that encourages learning free from embarrassment. Expect that anything the intern does not know they will ask; treat no question as too simple or small.

THROUGHOUT THE INTERNSHIP

While the effort exerted to prepare for the intern should still be recognized, the commitment expected of a manager and their responsibilities are continuous and essential to a successful internship.

One on One Time // It's best to schedule formal one on one time, weekly, especially if the manager has a hectic schedule with meetings. Use this time to provide regular feedback, both positive and constructive. Show a desire to learn about the intern and develop them.

Teach more than the job // Use one on one time with the intern to cover more questions about the bigger picture (how does the intern's work get used, what does the team/department do, learn about other/specific topics). This also provides the opportunity for the intern to ask questions to which their day to day work is not specifically related.

Offer challenges // Consider what skills or experience the ideal candidate for a full time position would have. Seek opportunities or special projects which enable the intern to learn that skill or gain the experience. Of course, make sure that the intern can complete the work already assigned to them in a timely and quality manner.

Encourage networking // Full time employees are almost always willing to sit down for lunch and talk about their experiences. Encourage your intern to use this opportunity to get to know a broader audience as well as learn about other areas. This support should apply verbally and with work expectations (for example: letting them be gone at a networking lunch for an hour vs. thirty minutes).

ABOVE ALL ELSE: COMMUNICATE!

There should be constant interaction with the intern to provide guidance, but also to continually set expectations and provide feedback. This should not be seen as "babysitting" but as a means of getting to know the intern, and vice versa, in order to develop a strong relationship. This will allow the manager to recognize areas of strength and provide more challenges or developmental opportunities, all of which will ultimately allow the intern to be more successful once they are hired full time.



Managing Interns: Steps to Take Prior to Day One

By Jill Lutz, *Director of Workplace Learning*, Central Piedmont Community College

Companies & organizations across the United States understand that good help is hard to find. Partnering with a post-secondary institution's internship or co-op program often makes good business sense. Employers receive a fresh crop of students to potentially fill their talent pipeline, and students gain practical work experience to make themselves more marketable upon graduation. Supervising co-ops or interns can prove challenging, however, for a variety of reasons. Below are several factors to consider before students come to the worksite.

1) PAID VS. UNPAID

To pay or not to pay...that always seems to be the question. First, consider the legalities of not paying interns, especially if the company is for-profit. The Department of Labor (DOL) Fact Sheet #71 outlines the six criteria that employers need to consider. Most colleges and universities recommend that employers consult legal counsel to determine if they meet DOL guidelines. However, some post-secondary institutions will not advertise unpaid internships at for-profit companies. Understand the guidelines that your educational partner establishes around interns and co-ops.

Second, keep in mind that a paid internship (hourly wage or perhaps a monthly stipend) will attract a wide variety of students, especially non-traditional students who may balance school work, family, and other responsibilities.

2) WORKER'S COMPENSATION COVERAGE

Prior to hosting students, employers should always consult their worker's compensation carrier to see if their policy covers interns or co-ops. Accidents can (and inevitably will) happen at the worksite, so it's best to be pro-active.

Many colleges and universities provide students with the option to purchase accident insurance or a health care plan, and often, some strongly recommend or mandate purchasing coverage if students participate in a co-op or internship.

Understand what coverage is available from the school and determine if it would act as primary or secondary coverage in case an accident occurs.

3) VIRTUAL INTERNSHIPS

In many industries, including information technology, journalism, and the arts, working remotely is the norm and generally accepted. Employers should determine how to manage virtual interns and explicitly state the rules to students before such an internship begins. Working remotely is not for everyone, especially for students who could be easily distracted or have yet to work in a professional office setting.

4) OFFICE POLICIES, PROCEDURES, AND WORK ENVIRONMENT

For many interns and co-ops, such opportunities may be their first glimpse at a professional office environment. During the first few days, interns should receive an orientation on worksite policies and procedures. Ideally, a HR representative could conduct the orientation and provide an overview of the company culture, dress code, and expectations that the company has regarding interns.

Also consider office space when hosting co-ops or interns. Will interns share a computer, desk, or phone or have their

own space? Planning the workspace before an intern or co-op starts makes students feel welcome and shows that a company is willing to provide the tools for success.

5) DESIGNATED MENTOR OR SUPERVISOR

Successful internships or co-ops have an assigned supervisor or mentor who will oversee the student's work, answer questions about assignments, and provide feedback regarding progress. Employers new to hosting co-ops or interns often overlook the value of providing feedback; students participate in co-ops or internships to learn and put theory into practice. The classroom environment is often vastly different from the actual

workplace and students often have many questions. Consider offering interns a set time to meet with a supervisor or mentor on a weekly or bi-weekly basis to discuss the work. This allows the company to provide regular feedback and clarify any unresolved issues or questions.

Mentoring and supervising interns is additional work for current employees. Determine who is best suited and willing to provide students with such guidance and offer these employees incentives for agreeing to work with students.

From Co-op to Full-time Hire: Creating a Talent Pipeline

Excerpt from the University of Cincinnati's Employer Manual. Full version available online at http://www.uc.edu/propractice/uccoop/employers/current_employers/employer_manual.html

Some companies hire students for the primary purpose of a short-term project, while others look at long-term strategies for recruitment of graduates.

Highly trained co-ops are prime candidates for **permanent hire positions**. Employers have an advantage in hiring a co-op because they have identified students who have successfully integrated into their culture. Employers can recognize future leaders, based on actual performance as a co-op student. **The co-op program provides the opportunity for employers to hire graduating students who have already been assessed and proven to be productive in the organization's culture.**

Employers who wish to retain co-ops after graduation all have one thing in common: **the intent to permanently hire co-ops was one of the recognized goals of the co-op program.** Students need to know on the front end the company's long-term goals. Employers should have clear objectives to measure the success of their co-op program. These may include: students returning for multiple terms, students accepting a full time hire, completed student projects, and overall performance rating from student's end-of-term evaluation.

THE LONG GAME

STATES AND PROVINCES

INVESTING IN

WORK-INTEGRATED
LEARNING

By Michelle Clare, University of Cincinnati

If you've turned on the news or read an online newspaper recently, you've undoubtedly seen any number of articles/reports detailing the failings of higher education. One of the current indictments, one that seems to perhaps set off the loudest alarm in my head as an educator in a cooperative education program, is the charge that higher education does not help students develop the skills which many employers are seeking in entry-level hires. Combine this with the fact that a significant number of students graduating with bachelor's degrees can't find jobs in their chosen field, and it paints a pretty bleak picture.

BUT...we should all be encouraged by the fact that **a number of states and provinces in the United States and Canada are focusing on work-integrated learning programs as a way to help solve these problems.** And perhaps the best part: They are putting their money where their mouth is resulting in funding opportunities for educational institutions and incentives for hiring employers. **HERE ARE A FEW EXAMPLES....**

CONNECTICUT

*The following information was gathered from my April 2, 2013, interview with **Christine Gemelli, a consultant with Connecticut Innovations (CI),** and supplemented with information from the Connecticut Innovations website www.ctinnovations.com*

CI is an organization that provides financing and strategic guidance to Connecticut's innovative, growing companies. Through the combined expertise of its staff and well established network of partners and professionals, **CI has helped bring nearly \$4 billion in financing to CT companies and has created more than 26,000 jobs in the state.**

CI has recently developed a way to facilitate partnerships between the state's colleges and universities and small businesses that need talent but lack the resources to forge these relationships. The stated goals of the Technology Talent Bridge Program, which launched in April of 2012, closely align with those of the state government in that it strives to provide stronger collaboration between industry and institutions of higher education, strengthen the workforce and retain talent in the state. Specifically, it seeks to:

- Provide stronger linkages between Connecticut companies and university students before they graduate, reducing the likelihood that graduates will leave the state or have difficulty finding quality jobs.
- Strengthen university curricula through experiential learning activities that build industry-related skills.
- Stimulate job creation.
- Facilitate post-graduation hiring of participating students by Connecticut companies.

In the first year of the program, 38 companies received funding and hired 73 students from 11 universities. Given the success of the program in its first year, the program is expected to continue to be funded in the coming years.

Here's how it works:

1 // Eligible companies (must be based in the state of Connecticut for 12 months and have under 500 employees) must engage a student or team of students to work on a project involving a technological challenge or problem that can be solved within three to nine months.

2 // Grants of up to \$25,000 per project are available to participating businesses and are to be used primarily for student intern compensation. Businesses may apply for one grant per year.

3 // Small business applicants are required to complete an application in which they describe their proposed internship projects.

4 // CI serves as the link between the companies and the colleges and universities. While the companies do make their own hiring decisions, CI employs a 3rd party evaluator to make sure there is a solid match between company and student.

5 // CI works directly with the career services offices at the various colleges and universities by providing them with position/project descriptions, recruiting students, etc.

6 // There is an assessment component requiring students to articulate learning and application of coursework to enable monitoring of their growth and development. The company also provides a monthly status report.

OHIO

The following information was gathered from the Ohio Board of Regents website www.ohiohighered.org and from the State of Ohio press release which was released on December 13, 2012 and is available at <https://ohiohighered.org/press/ohio-announces-internshipco-op-program-award-recipients>

The Ohio Board of Regents is the state agency that coordinates higher education in Ohio. In 2012 the University System announced the creation of the Ohio Means Internships & Co-ops Program, an \$11 million investment of state and funds intended to increase the number of co-op and intern opportunities for students in the state in the following key industries: advanced manufacturing, aerospace/aviation, automotive, biohealth, energy, financial services, food processing, information technology, polymers and business functions such as logistics and research and development.

The goal of the program is to help close the skills gap, increase student completion and give Ohio a competitive advantage in terms of recruiting talent.

The program was announced in 2012 and an RFP was released. In early 2013 funding was awarded to 10 community colleges and 13 public or private universities. As a result, it is estimated that up to 3,400 co-op and intern positions will be created with up to 1,500 employers who will provide paid

and credited internships and co-op positions to students. The grants are part of Governor John Kasich's workforce development strategies to align Ohio's higher education curriculum with skills that are in demand by Ohio's businesses.

Additional information about the Ohio Means Internships & Co-op Program:

- 1 // The state funding comes from casino licensing fees.
- 2 // Undergraduate programs are required to match 100 percent and graduate programs are required to match 150 percent of the awarded grant with private money.
- 3 // Lead applicants were required to partner with businesses from the target areas.

Schools receiving the awards, the amount received, the programs targeted and brief descriptions are available at <https://ohiohighered.org/press/ohio-announces-internshipco-op-program-award-recipients>

ONTARIO

The following is an excerpt from the Ontario Ministry of Finance's website <http://www.fin.gov.on.ca/en/credit/cetc/>

The Co-operative Education Tax Credit (CETC) is a refundable tax credit. The CETC is available to employers who hire students enrolled in a co-operative education program at an Ontario university or college. The Canada Revenue Agency (CRA) administers the program on behalf of Ontario through the federal income tax system. The CETC is based on salaries and wages paid to a student in a

co-operative education work placement. The maximum credit for each work placement is \$3,000. Most work placements are for a minimum employment period of 10 weeks up to a maximum of four months. Ontario businesses that hire students enrolled in a post-secondary co-operative education program are eligible for the CETC.

MANITOBA

The following is an excerpt from the CSMBC website http://v1.canadabusiness.mb.ca/home_page/guides/guides_by_department/advanced_education_and_literacy/the_cooperative_education_and_apprenticeship_tax_credits_family_of_programs/

The Co-operative Education and Apprenticeship Tax Credits (CEATC) is a family of programs that provide incentives to employers who offer work experience to Manitobans:

1 // Co-operative Education Tax Credit (CETC - since 2003)

Designed to provide training and work experience for students to help create more employment opportunities through co-operative education work placements. The benefit provides a 10% tax credit of up to \$1,000 per student that will help to encourage employers to provide a work placement for co-op education students.

2 // Co-operative Graduate Hiring Incentive (COG-HI - since 2006)

Designed for employers who hire and retain, in full-time employment in Manitoba, full-time students who have graduated from a recognized post-secondary co-operative education program in a field of studies related to the employment. The COGHI benefit will total 5% of wages and salaries paid to the graduate in each of the first two years of employment to a maximum of \$2,500 for each year, where the employment commences within 18 months of graduation.

3 // Journeypersons Hiring Incentive (J-HI since 2008)

Provides a tax credit to employers of recent graduates of apprenticeship programs. The credit equals 5% of wages and salaries paid to a journeyperson (net of other government assistance) up to \$2,500 per twelve months of employment for the journeyperson. There is no limit on the number of journeypersons an employer may hire to earn the credit.

4 // Advanced-Level Apprentices Hiring Incentive (ALA-HI since 2009)

The value of the credit equals 5% of wages paid to the Advanced-Level apprentice for work performed in Manitoba, net of other government assistance received or receivable by the employer. The maximum credit for one apprentice completing one level is \$2,500. There is no limit on the number of apprentices in respect of whom the employer can apply. The employer earns an ALA-HI credit when an apprentice completes an advanced level (Level 3, 4, or 5) in Manitoba. In conjunction with the existing Journeypersons Hiring Incentive (J-HI), the new component will ease bottlenecks in high-demand trades, facilitating the Manitoba apprenticeship program at all levels.



Writing

IN INTERNSHIP SETTINGS

By Jessica Kahn, Assistant Professor, Lehman College/City University of New York
 Edited by Michelle Clare

Numerous academic disciplines use and even mandate internships to train their students. The supervisors in such settings bring their professional experience but also perhaps some reluctance about how to teach their students to write for the discipline. >>

They may complain about but not know how to improve students' written communication skills. And, they may have little understanding of how writing can be used to learn. Informed by the Writing Across the Curriculum movement, **this article explores ways in which internship supervisors can use writing in internship settings to improve the professional writing and other skills of their students and how faculty and administrators can aid in this process.**

Numerous academic disciplines, including architecture, business, computer science, dietetics, and engineering use internships to train their students. In a survey of graduating seniors, the National Association of Colleges and Employers (2011) found that approximately half had taken part in an internship at some point during college.

However, explicit support and resources for the supervisors in such settings is variable. **The purpose of this paper is to address why and how internship supervisors can be brought in to the pedagogical discourse and be supported in their roles as instructors, specifically to use writing to help students learn and to teach students how to write. Professional supervisors may have little to no understanding of pedagogy or lack the language and definitions to articulate exactly how they are teaching their students even if they innately or purposefully employ a specific pedagogical strategy.** They may have been out of the classroom for decades. Ultimately, students will be required to write in real-life job settings, so who better than their internship supervisors to help them learn both about that job in particular and how to write for that career? Internship supervisors can help students write to learn and learn to write.

Internship supervisors have unique responsibilities, and internship settings are distinct from traditional classrooms. If we need to know what kind of writing actually gets done by professionals, how it gets done, and what aspects of writing are most highly valued across different disciplines (Bazerman, Little, Bethel,

Chavkin, Fouquette, & Garufis, 2005, p. 10), who better than the practicing professionals themselves to teach the students?

Internship Supervisors are positioned to teach students how to write because:

- 1 They know what passes for "good enough" writing (Bloom, 2006) based on the profession and purpose.
- 2 It is likely that internship supervisors, who may have only one or very few students per academic year, will have a more direct, intimate relationship with their students than classroom teachers do. The contact between students and supervisors is likely to be more immediate, dynamic, and contextualized. They spend considerable time together and may become more familiar with each other than students and faculty in classrooms. Internship supervisors may see the students several times per week for many hours. As a consequence, students may have more opportunities in internships to produce written work.
- 3 The intensity of many internships also allows for more immediate responses from supervisors. When students submit writing assignments to their classroom instructors, it is likely to be at least a week until the students receive written feedback from their instructors. However, internship supervisors may be able to review work within the day, and they have many more opportunities than traditional teachers to give oral feedback. In addition, students may rightly perceive the writing they do for the organizations as high stakes (Elbow, 1997) since that kind of writing is tied to the organizations' reputations and not just to the students' grades.

While supervisors are likely to want students to write well and to be able to write for their particular profession, they may not appreciate how they can facilitate the process. If students present as poor writers, supervisors may blame email, texting, or I

ack of preparation — on the part of the students themselves or of the college or university. If supervisors can be persuaded to look past their initial shock or dismay at what they perceive to be poor writing, there are numerous strategies that they can employ to teach their supervisees how to write better, and they can use writing to help their students learn the skills of their profession.

Suggestions for Addressing Student Writing

1 One way that supervisors can initiate students is to provide examples of professional writing and to do so early and often. From the first day of internship, students can read numerous styles of writing. Supervisors can be very explicit that the examples reflect acceptable written communication for the given purposes. Instead of, “Here is the fourth quarter report,” supervisors can explain, “This fourth quarter report is an example of good writing because it is specific, well organized, uses clear transitions, etc. This is the kind of report you will eventually be writing.” Students need to learn the style preferred by professionals and to avoid casual terminology. By reading for the profession, they will integrate the language and learn how to write for the profession.

2 Moving from the passive reading of professional writing to more active deconstruction, exploration, and production of writing within the profession, supervisors should require that students write from the very beginnings of their internships. Before they engage in content-driven activities, students can summarize their understanding of the organization’s mission and activities. Similarly, supervisors can require that students summarize in writing any questions, comments, or reflections they have about the organizations, their roles, the supervisors’ roles, the career, etc. In doing so, supervisors can assess students’ understanding and application of appropriate language and writing style.

3 Prior to meeting for formal supervisory sessions, students can prepare detailed agendas with specific topics, questions, and concerns they have. If the agenda items are annotated instead of written cryptically, supervisors can examine both the students’ writing and how they are thinking about their work. The purpose of these low stakes writing tasks is to get students to think, learn, and understand the material (Elbow, 2000).

4 Similarly, supervisors can use double-entry techniques in which students write their responses to what they are reading. In this way, supervisors can assess students’ writing abilities and, more importantly, their understanding of what they are reading. As they read, students can react to, explore, and analyze what they are reading — by writing. Supervisors may provide prompts to get students to consider the intended audience, jargon, pacing, and organization. This may be particularly useful when supervisors provide examples of different styles of writing used within the internship setting.

5 Supervisors can make certain that students understand which documents require multiple drafts (Bean, 2001) and supervisory approval prior to finalization. They can discuss and show examples of their own re-writing process. Thus, students learn that refining one’s work is expected, that writing is an iterative process, that improvement of one’s writing is valued, and that the revision process does not end upon graduation. When supervisors expect drafts, they should provide prompt and useful feedback. It is likely that students benefit more when supervisors explain which parts were confusing or what information was omitted or in the wrong place rather than just being told to rewrite the document with the general feedback that the first version was not good enough.

6 Students who do not write well enough for the profession and who have pervasive problems with spelling, grammar, and other surface errors need feedback. Supervisors can think about the differences between students who occasionally misspell words or make common grammatical errors and those whose work is littered with punctuation and capitalization mistakes, incomplete sentences, subject-verb disagreements, and errors of the written mechanics. The first type of students may need little more than reminders to double-check their work. The latter type of students probably needs more intensive and academic interventions, which are neither available in the internship setting nor should be within the purview of supervisors’ responsibilities. For students whose writing falls somewhere in the middle of these two extremes, supervisors could identify three persistent mistakes and ask those students to focus their attentions on those particular problems. In doing so, supervisors help students develop the skills of self-editing.

7 For those students whose writing remains significantly below professional standards, supervisors should communicate these concerns with the faculty liaisons just as they would alert the school if there were problems such as the students’ attendance or professional behavior. The early writing assignments described above provide a base for assessing the students’ writing before too much time has passed and, if necessary, opportunities for prompt intervention.

8 In addition, early in the internship, supervisors should communicate to the students the standards by which their performance, including their writing, will be evaluated. How could their writing affect their grades? What if the internship is ungraded or pass/fail? What might the consequences of their writing be for the hiring process or career advancement?

9 In addition to these practical suggestions, one contribution of the Writing Across the Curriculum philosophy to the process of improving writing in internship settings has to do with a change of attitude. The approach emphasizes the need for classroom instructors to prioritize their expectations. Similarly, professional supervisors can re-think their expectations of the quality of writing that they expect and communicate their expectations to their students. Emails, text messages, and quick written notes may be held to a more generous standard with regard to grammar and spelling, whereas, legal documents and those that enter records, are written on letterhead, or are sent to clients or other professionals require much stricter oversight. Students can be made aware of how poor writing could diminish the impact of the content and distract the reader. The ultimate purpose of the writing controls how much attention, including time, supervisors give to errors of written mechanics.

10 An even more important and, hopefully, significant contribution of the Writing Across the Curriculum approach has to do with disentangling writing problems from problems with students’ understanding or performance. The conflation of writing problems with comprehension problems occurs in classrooms, too. When students cannot write well in their internships, it may suggest that they have not yet integrated the necessary professional knowledge. They may not understand what they are writing. They may not have comprehended, integrated, or applied the core concepts. Supervisors need to evaluate how well the students understand the actual words, content, or contexts. Students may need some time to integrate the professional language, their book versus real life learning, and professional expectations. The ability to summarize, organize, synthesize, and analyze information reflects higher order thinking. As they understand the material better themselves, their writing about it may improve.

11

However, some students may understand but consistently refuse to integrate appropriate terminology. Or, some students may not thoughtfully revise their writing. What are initially perceived to be writing problems may more accurately reflect problems with the students' behavior and professionalism. This situation may be more pronounced, obvious, and more problematic in internship settings versus in the classroom. Students who repeatedly fail to address problems with their writing are resisting appropriate demands from responsible authority. The problem is not a writing problem but a problem of maturity, professional development, or attitude. It requires a different focus of attention and an intervention not with the students' writing but with their behavior. In the evaluation process, supervisors can distinguish between problems of written mechanics, comprehension, or professionalism. One approach that may be helpful is the use of evaluations that reflect priorities of comprehension, analysis, or production versus surface errors in written communication.

The preceding ideas may intimidate internship supervisors, who may have similar complaints and fears about the time commitment and level of preparation expressed by some faculty members (Bean, 2001). Indeed, using these techniques may require more work initially. However, as proponents in the classroom have found, the supervisors may have less extra work than they expected and less work as the internship progresses. More importantly, their students are likely to be more productive and prepared.

>> Ideally, the process of improving students' writing uses a comprehensive, integrated approach. However, the suggestions above can be used by supervisors lacking schools' support. These ideas can also help faculty and administrators think about what they can do to aid the internship supervisors who are doing so much of the important teaching of their students. Bringing all these teachers into the discourse can make internships more fruitful, interesting, and productive for the students, schools, and supervisors.

Support from the Students' Schools

1

Colleges and universities can offer specialized workshops to provide supervisors with opportunities to learn more about how they can teach students how to write better and how supervisors can use writing as a part of teaching students. Content in workshops may be as introductory as those in this article, calling on supervisors to reconsider their approaches and detailing available resources, or they may become more intense, delving in to specific strategies and developing particular techniques for the internship settings. Supervisors can come together to discuss problems related to students' written mechanics, comprehension, and professionalism. (The schools can benefit from this information to adjust their curriculum to better prepare their students for the expectations in internships.)

2

Faculty and administrators can connect supervisors with the substantial body of literature about adult learning and help them apply these ideas to their student situations.

3

In addition, for internships that have standardized evaluative tools, schools can develop forms so supervisors can evaluate students' comprehension and their writing for different purposes and audiences.

4

During visits to internship sites, faculty liaisons can purposefully address students' writing and, with the student and supervisor, devise specific plans for improvement, including the use of the school's resources.

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TO POOL: RICH TALENT & HOW TO HIRE VETERANS

BY JILL LUTZ, DIRECTOR OF WORKPLACE LEARNING
CENTRAL PIEDMONT COMMUNITY COLLEGE, CHARLOTTE, NC



VETERANS RETURNING HOME FROM MILITARY SERVICE SOMETIMES HAVE A DIFFICULT TIME INTEGRATING BACK INTO CIVILIAN LIFE.

A portion of vets return to existing jobs and manage the transition back to “normal” successfully, especially with the support of family and friends. However, others return home and are faced with the task of finding work or deciding to return to school in order to prepare for a career. Finding employment as a newly-returned veteran is harder than most people would expect. According to the U.S. Bureau of Labor Statistics, the unemployment rate for Gulf-war era II vets (those serving since 2001) was 9.9% in 2012, compared to the national annual average of 8.1%. However, statistics show that for Gulf-war era II vets between the ages of 18 to 24 years, the average unemployment rate in 2012 was 20%.

Why is there such a dramatic rise in unemployment for this particular age group? Often times it comes down to preparedness. Many young men and women leaving the military are unprepared to conduct a successful job search, including skills on how to draft a cover letter and resume. Translating military duties to skills relevant in either the public or private sector compounds the issue. A recent study by the Center for a New American Security (CNAS), called "Employing America's Veterans", confirms this challenge. Nearly 80% of the companies interviewed for the study cited "skill translation" as a barrier to employing veterans.

Fortunately, companies and Congress are taking steps to help veterans integrate back into civilian life. Many companies appreciate the skills that veterans bring to the table. The CNAS study showed that veterans possess skills that many employers desire, including leadership, teamwork, resiliency, character, discipline, expertise, and loyalty. Congress enacted legislation in late 2011 called "Veterans Opportunity to Work (VOW) to Hire Our Heroes". The law provides tax benefits ranging from \$5600 to \$9600 to companies that hire veterans, including disabled veterans, based on their length of unemployment since returning from service. Companies are responding favorably to the legislation and several national and global companies have taken proactive steps to attract and recruit our nation's heroes. Below is a snapshot of how four companies and one non-profit organization are dedicated to that mission.

THE AURORA FOUNDATION

Established in 2008 and based in Virginia, the Aurora Foundation is a non-profit organization with a mission "to enable veterans to successfully graduate from college and enter the workforce."

The group, operated by volunteers, achieves the mission by adhering to the mantra: from "Boots to Books to Business". With donations from corporate sponsors and individuals, the foundation provides monies to universities, colleges, and community colleges in order to help them address the needs of veterans on campus.

From an employer perspective, the group also helps connect veterans to employers through grant-funded internships. According to Beth Miller-Herholtz, Director of Communications, 24 eight-week paid summer internships have been funded by the foundation, primarily in the areas of information technology or national security. Miller-Herholtz indicated many vets are well prepared for careers in IT or security given the skillsets obtained in the military. Veterans who wish to participate undergo a rigorous application process that includes an extensive interview by the foundation's staff to ensure a good match with a corporate sponsor. Once a match is identified, applicants are then mentored to prepare for a second interview with a company representative. The extensive internship interview process benefits the veteran, exposing them to the rigors of conducting a job search. Participating companies include CACI, Reed Smith, Ritz-Carlton, and City of Chesapeake (VA).

For more information on the Aurora Foundation, please visit <http://aurora4vets.org>



North Shore-LIJ is a nationally recognized health care system located in New York. The system consists of sixteen hospitals, 400 doctors' offices, and is the largest employer on Long Island. In May 2012 President and CEO Michael Dowling launched a veteran's hiring initiative to address the high unemployment rate of returning vets. Dowling is dedicated & passionate about finding employment opportunities for vets, as Suffolk County (Long Island) has the highest population of vets in New York State. The hospital hired Bernadette Ann Fackovec as a Talent Acquisition Specialist with her focus on recruiting and career counseling former military. According to Fackovec, the system hired 99 vets since the mid-2012 launch. Even though the program is still in the "infancy stages", the cornerstone of the program is to help vets with their career search even if they do not find a position with the health care system. Fackovec, a veteran herself, provides career coaching, resume writing assistance, and interview critiques to any veteran. The response from veterans has been "extremely positive" with all participants being "appreciative that someone is willing to help." The health care system plans to implement a database to track the number of veterans it serves over the course of the next year.

For more information about North Shore-LIJ, please visit www.NSLIJCareers.com

SIEMENS

In Charlotte, North Carolina, Siemens Energy Inc. is doing its part to support hiring veterans in the form of apprenticeships. Training Manager Pamela Howze, a veteran herself, worked with an outside recruiter to find former military for Maintenance Apprentices in its turbine facility. Howze described working with the search firm as a “good experience” and that the firm conducted a nationwide search based on the company’s needs. The three apprentices, all former Navy, Air Force, or Marine corps, began work on January 2, 2013 and enrolled in Central Piedmont Community College’s (CPCC’s) Mechatronics program. The apprentices will graduate with an Associate’s degree in about 3 1/2 years. Howze stated the company has difficulty attracting skilled talent, and that veteran applicants are often mature and possess strong technical skills and ability.

A fourth apprentice is set to begin in early March 2013 and the company also plans to hire 20 more employees over the next several months. In fact, Howze recently traveled to Fort Bragg in North Carolina to begin developing a “veteran talent pipeline”.

For more information about Siemens USA, please visit www.usa.siemens.com/answers/en/index.htm



In March 2012, Disney President and CEO Bob Iger announced the Heroes Work Here initiative, which included “assistance to veterans transitioning from active service to civilian life, public service announcements on broadcast and cable networks, and a commitment to hire at least 1,000 military veterans.” Even though the company traditionally supported hiring veterans the announcement formalized Iger’s intentions. In his opening remarks at the 2012 Annual Meeting, Iger stated, “the military values of honor, integrity, commitment and courage, along with the skills and experience they’ve gained through their service make veterans incredibly valuable employees and we want them for Disney.”

In just one year, the company surpassed the initial goal and hired 1,300 veterans, with the help of retired Army Colonel Kevin Preston, who now works on the Disney Human Resources team. Colonel Preston developed a two-fold approach: market the initiative successfully to veterans and educate current Disney employees on the military and what veterans can bring to the table. Disney hosted three Veterans Career Expos across the U.S. in May 2012, with the purpose of helping vets find employment prospects, even if they are not applying to Disney. With the help of Disney HR recruiters who volunteered their time, each vet received resume writing advice and participated in two mock interviews and was critiqued on performance. Preston described the interaction between vet and recruiter as “very personal”, allowing for participants to have personalized attention based on their needs. Preston also believes that vets returning home from active duty need to plan ahead for re-entering civilian work life by learning how to 1) develop strategy, 2) build a timeline, 3) develop networks & relationships, and 4) create their brand.

He followed these steps himself about five years prior to the end of his service. In the end, Preston learned “a tremendous amount” and realized these steps were “the cornerstone for finding a job that he really wanted.”

For Disney employees, Preston developed six-hour and two-hour courses for both recruiters and hiring leaders, respectively. The purpose was to bring awareness around the values and behaviors veterans learn while serving in the military and also to decipher the language used in the military, so recruiters would have an easier time understanding veterans’ resumes. Current employees learned that the values veterans possess are a match to Disney’s values. Additionally, Preston adds that veterans are a “solid investment” because they “do not accept defeat when dealing with stress, which makes exceptional employees.”

Overall, employees are genuinely very excited about the Heroes Work Here initiative and Preston stated that the program receives “a great deal of support” from staff across the board. Disney plans to hire an additional 1,000 veterans over the next 2 years.

For more information on Disney’s veteran hiring initiative, please visit: <http://heroesworkhere.disney.com/>

Edward Jones

In May 2012 financial services company Edward Jones launched the FORCES program to attract former military to a career as a Financial Advisor. According to Phil Ponciroli, Relationship Manager at the Missouri-based company, Edward Jones has historically embraced hiring veterans for the Financial Advisor position. Designed to place structure around hiring, training, and retaining veterans as Financial Advisors, the FORCES Program was developed based on feedback from existing employees who were former military and others that work with veteran populations.

Hallmarks of the FORCES Program include a combination of training and mentoring. Newly hired

veterans are partnered with a Field Trainer in a branch office and study for the Series 7 and 66 exams and train for the entire 26 week study/training schedule. Additionally, as part of the training schedule, new hires spend eight weeks one-on-one with a tenured Financial Advisor, meeting with clients and discussing various client situations as well as assisting with conducting seminar and marketing campaigns for the Field Trainer. Ponciroli indicates that such discussions and experience help veterans transition back to civilian life and their civilian career. GI Bill benefits also help veterans transition successfully, as new hires can apply for monies to supplement their income while participating in Financial Advisor training.

Ponciroli described veterans as a “rich talent pool” that has “developed competencies and talents while serving that prepare them for Financial Advisor positions.” The company also works with graduates of 4-year and 2-year post-secondary institutions who have studied Business Administration, Finance, or any other major that focuses on entrepreneurial academics or develops skills associated with financial advising. The company goal is to hire 500 to 600 veterans per year over the next several years.

Employees are very receptive to the FORCES program. Many in the FA Talent Acquisition area voluntarily participate at recruiting events where they assist potential veteran applicants with resume writing, dress code, and interview skills. Phil and the entire Financial Talent Acquisition team help employees understand how to translate military experience to the civilian world, and how that can equal success as a Financial Advisor for many veterans.

Ponciroli describes hiring veterans as “more than just the right thing to do.” His advice would be to learn the “military skills and competencies comparable to a civilian career because many of those skills transition very well into any number of careers.”

To learn more about the FORCES program, please visit: <http://www.ejcareer.com/forces/>

ADDITIONAL EMPLOYER RESOURCES ON VETERAN HIRING:

The U.S. Department of Labor's website had valuable information for employers who want to implement a veterans hiring initiative, called America's Heroes at Work.

<http://www.americasheroesatwork.gov/forEmployers/HiringToolkit>

Student Veterans of America (SVA) has chapters across the country located at various universities and colleges. One of the many services the organization provides its members is connections with employers.

www.studentveterans.org/

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Matching Talent with Opportunity – A New Approach for Building a World-Class Workforce in Ohio

By Wendy Pittman, Director of Classroom to Career, Digerati



Website: www.interninohio.com

Video: <http://vimeo.com/62073555>



INTERN in OHIO

Intern in Ohio, powered by Classroom to Career, presented by the University of Toledo is a free new technology designed to increase efficiencies in the recruitment process for internships.



Intern in Ohio

Intern in Ohio, powered by Classroom to Career, presented by the University of Toledo is a free new technology designed to increase efficiencies in the recruitment process for internships. This system is different from most online job sites because it uses matching algorithms to instantly connect employers with quality interns based on skills, interests and requirements.

Launched on March 18, 2013 Intern in Ohio is expanding across the state as employers, students and career services professionals register and find internships that specifically meet their interests. To date, there are more than 1000 students and nearly 100 companies using the site and these numbers increase daily.

This new system is the result of a successful initiative called Intern in Michigan that is used by more than 20,000 students and nearly 1500 employers. Developed by Digerati Inc. with support from a coalition of ten national foundations, the technology that drives both Intern in Michigan and Intern in Ohio was designed to stem the brain drain of college educated talent.

Midwestern states struggle to retain talent. In Ohio and Michigan, many employers report that recruiting is a challenge. At the same time, more than 50% of college graduates leave their home state to find jobs due to a perceived lack of opportunity. These two conflicting trends suggest that the talent market is broken.

Although many college graduates want to stay in their home state, they believe that jobs aren't available. In reality, opportunities exist but the majority of college students aren't exposed to them. They move to areas where they think their chances are better. At the same time, employers are desperate for talent because they aren't connecting with students before they graduate and leave the region.

Why Internships

Quality internships are a proven way to for employers to build a talent pipeline from college to the workforce. Unfortunately, a large number of employers believe that internships are a hassle and an altruistic contribution to the community at best. This negative perception can deprive companies of the critical young talent they need to be competitive.

.....
According to the
Small Business Administration, Michigan has
209,751 small businesses.

In 2003, while the Michigan unemployment rate was over 7%, the US Chamber of Commerce reported that 59% of Michigan employers indicated that they had trouble finding qualified workers.

In 2012 Governor Snyder reported 77,000 unfilled jobs in Michigan (this is despite the state unemployment rate of 8.4%).

386,000 fulltime college students enrolled in Michigan (2008 US Census Bureau)

41,250 graduated from Michigan colleges in 2008

According to CEOs for Cities—a national alliance of regional civic leaders—every 2% growth in a region's proportion of college graduates leads to a 1% improvement in regional income growth.

Michigan had a net loss of 18,000 individuals with bachelor's degrees in 2007 alone.

To reverse this perception and help create more meaningful internship opportunities, a new approach is needed. The team at Digerati has created a scalable solution for internship recruitment that allows employers and students to connect quickly with the promise of a valuable experience for both parties. This system also exposes student to new opportunities, businesses, and regions while saving employers time and money.

Currently, many employers offer internships that are not clearly defined. This makes it difficult for a student to select which internships are best aligned with his or her specific skills and interests. After examining two groups of interns, those who had successful internships and those who had been disappointed by their experiences, we found that misaligned expectations, skills or interests were often the root cause. When the match was poor, the learning curve was steep, the student did not gain the knowledge they were hoping to gain and the potential for transition to a permanent position was diminished. Conversely, when the match was right, successful internships often led to permanent positions.

Not all internships with similar titles are the same. They are made up of many of the same ingredients but in varying quantities. Likewise, not all internship candidates have the same skills or express interest in the same aspects of a given opportunity. Ultimately, every opportunity is made up of dozens of characteristics and tasks while each internship candidate has individual skills and interests. The matching component, or the heart and soul of Intern in Ohio, aligns students and employers based on the require-

ments of specific internships and the detailed skills and interests of individual candidates. Digerati utilized the US Department of Labor's extensive O-NET Database as the foundation for the questions that match student interests to employer opportunities. This database contains thousands of job skills, activities and tasks associated with hundreds of professions.

This research enabled us to develop more than 18,000 question pairs that span more than 450 unique job titles. These question sets allow employers to differentiate the exact skills they require for their opportunities. They also enable students to indicate the individual job skills they have and those they want to acquire. Combined with Digerati's proprietary algorithms, these questions create the instant correlated matches that set Intern in Ohio apart from other online career resources.

Career Services

Intern in Ohio is more than just another website. It was designed to integrate into college career services offices and augment staff capabilities with useful tools and features. Career services professionals are vital to the successful placement of students into meaningful internships. Intern in Ohio enables career services professionals to interface with individual students from their



college or university on the site, monitor their progress, and create relationships with new employers in Ohio.

Lifestyle Content

Because Intern in Ohio creates connections based solely on skills and interests, students are introduced to employers they may not be familiar with in cities they might not have previously considered. To help internship candidates make informed choices about where to work, we collaborated with a statewide network of writers and editors to provide exclusive lifestyle content. This information will be compiled into individual guides detailing the activities, attractions and amenities in cities and neighborhoods across the state. When a student is matched to an opportunity, these local insider guides will introduce users to its surrounding community.

Intern in Ohio Moving Forward

As more business and students use Intern in Ohio, it collects data that identifies emerging talent and employment trends. It's helping to reveal growing and shrinking industries in the state, the cities and regions with the fastest job growth and the types of career opportunities that students want. As a whole, this data serves as a valuable tool for understanding the economic climate and talent makeup in Ohio.

At the time of writing, the Classroom to Career matching systems have created more than 150,000 connections between employers and students.

In 2004 a study performed by the Knowledge Industry Partnership and Campus Philly Initiative found that:

Well over half of all students (64%) who interned locally chose to stay in the region after graduating.

Specific to the all-important non-native segment—those who interned (42%) were twice as likely to remain after college as those who did not (20%).

Also with respect to non-native students, those IT, Health and Related Sciences, or Business majors who interned are at least twice as likely to remain as those who didn't intern.

More recently, Campus Philly reported in 2010 that surveys of recent college graduates revealed that internships are a driving force for college student retention, with 80% of those who stayed in Philadelphia reporting that they had an internship in the area during college

These connections, not only help employers broadcast their opportunities to thousands of students, but facilitate the hiring of quality interns, and ultimately more full time employees. And, the students are exposed to targeted opportunities, based on their skills and interests, from a wide range of employers, small and large and geographically diverse.

Intern in Ohio is a free system that reduces the traditional barriers of access and equalizes the playing field so more students and employers can connect earlier in the work cycle. Since nearly 80% of students stay in the region where they intern, more internships significantly increase the likelihood that this college educated talent will build their careers in Ohio. With this new system, more employers across the state have the ability to efficiently connect to this young talent and dramatically improve the economic landscape in Ohio.

from the president



Connie Dietz is the Director of Cooperative and Work-Based Learning at Wichita State University

Thanks to all of you who attended our 2013 Annual Conference in Orlando in April.

We know that budgets are tight so really appreciate you making the time and financial commitment. Of course, Orlando was a fantastic host city and the perfect place to celebrate our 50th anniversary.

Congratulations to all who were involved in the planning, organizing, and conducting of the annual conference.

We have heard very favorable comments about the conference. Your hard work was evident throughout the event. Kudos to Helen Oloroso, our conference chair, and her committee who made it happen. As you're aware, we're an organization of volunteers who devote their time and talents to making CEIA the leader in cooperative education and internships.

Special recognition and thanks to everyone who facilitated a pre-conference session, shared during the speed sessions, or presented a workshop.

We appreciate you taking the time to share your knowledge and expertise. We were informed, enlightened and entertained. Thanks to all the sponsors who partnered with us in making this a great conference.

Now for "coming attractions" for CEIA, this fall be on the lookout for some additional webinars. These have been very popular and usually fill-up quickly. And next April, 2014, you can't miss our annual conference in the beautiful city of Seattle! Plan now to attend and to bring your families and come a few days early or stay over to enjoy all that Seattle and the Northwest have to offer.

We hope everyone has a safe and enjoyable summer! We look forward to seeing you in Seattle!

— Connie Dietz

2013-14 CEIA President





CEIA Celebrates 50 Years // 1963 - 2013

CEIA was founded in September 1963. The original mission: To provide professional development and resources to the field of cooperative education. 50 years later CEIA remains the leader in providing professional development and resources to practitioners in the fields of cooperative education and internship program management. The original mission of the organization as envisioned by its founders in 1963 is carried out through an expanding number of training activities, an annual national conference and support and encouragement for on-going research and publications.

CONFERENCE PRESENTATIONS AVAILABLE ONLINE

Presentations from the 2013 Annual Conference are now available at:
<http://www.ceiainc.org/2013-conference>

GET INVOLVED

Looking for a way to get involved in CEIA? Connect with your Regional Vice Presidents and or the Program Vice Presidents. We have need of individuals to serve on committees and would love your time and input. **Click here to make contact with Board Members.**

CONGRATULATIONS to 2013 AWARD WINNERS

DEAN HERMAN SCHNEIDER AWARD (EDUCATOR)
 DIANE FLEISHMAN
 Millersville University

TWO YEAR PROGRAM STUDENT ACHIEVEMENT AWARD
 MELISSA ARAB
 Macomb Community College

BEST PRACTICES AWARD
 AMY BRAVO
 ADRIENNE MCNALLY
 ROSALIA MANNINO
 New York Institute of Technology

COOPERATIVE EDUCATION STUDENT ACHIEVEMENT AWARD
 BENJAMIN (BEN) LEE KO
 University of Cincinnati

RALPH W. TYLER AWARD
 RICHARD K. COLL AND
 KARSTEN ZEGWAARD
 University of Waikato, New Zealand

For more information including winner bios and program information please visit
<http://www.ceiainc.org/current-award-recipients>

INTERNSHIP STUDENT ACHIEVEMENT AWARD
 ANDREW HARRIS
 Georgia Institute of Technology

JAMES W. WILSON AWARD
 JOE RAE LIN
 Northeastern University



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2014 CONFERENCE
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SUMMER 2013 // VOL. 03, ISSUE 01

experience

A publication of

